

Assurance of Student Learning 2023-2024	
College of Education and Behavioral Sciences	School of Leadership and Professional Studies
Master of Arts in Education, Instructional Leadership (Principal, All Grades)	
Stacy Leggett	

<i>Use this page to list learning outcomes, measurements, and summarize results for your program. Detailed information must be completed in the subsequent pages.</i>		
Student Learning Outcome 1: Graduates of WKU's education administration program will be proficient at a beginning-school leader's level for the Professional Standards for Educational Leaders.		
Instrument 1	School Leaders Licensure Assessment	
Based on your results, circle or highlight whether the program met the goal Student Learning Outcome 1.		<div>Met</div> <div>Not Met</div>
Student Learning Outcome 2: Graduates of WKU's education administration program will be innovative problem solvers, especially around issues of high-quality instruction and school improvement that leads to greater levels of student achievement.		
Instrument 1	Curriculum Audit (EDAD 606)	
Instrument 2	Teacher Coaching Role Play (EDAD 607)	
Instrument 3	Developing Plan-Do-Study Act for School Improvement Strategy (EDAD 609)	
Based on your results, circle or highlight whether the program met the goal Student Learning Outcome 2.		<div>Met</div> <div>Not Met</div>
Student Learning Outcome 3: Graduates of WKU's education administration program will demonstrate a commitment to, and skills for leading their school's toward, equitable supports and outcomes for all students.		
Instrument 1	Special Education Audit (EDAD 603)	
Instrument 2	Responding to Equity Case Studies (EDAD 608)	
Based on your results, circle or highlight whether the program met the goal Student Learning Outcome 3.		<div>Met</div> <div>Not Met</div>
Student Learning Outcome 4: Graduates of WKU's education administration program will be adept at building positive relationships with and among students, staff, families, and the community for uniting all stakeholders around a commitment to high-quality learning outcomes.		
Instrument 1	Conducting a School Culture Audit (EDAD 604)	
Instrument 2	Developing a School Communications Plan (EDAD 605)	
Based on your results, circle or highlight whether the program met the goal Student Learning Outcome 4.		<div>Met</div> <div>Not Met</div>
Student Learning Outcome 5: Graduates of WKU's education administration program will demonstrate skills for effectively communicating using a wide variety of means.		
Instrument 1	Creating a Leadership Development Plan (EDAD 602)	

Instrument 2	Special Education Audit (EDAD 603)
Instrument 3	Conducting a School Culture Audit (EDAD 604)
Instrument 4	Developing a School Communications Plan (EDAD 605)
Instrument 5	Curriculum Audit (EDAD 606)
Instrument 6	Teacher Coaching Role Play (EDAD 607)
Instrument 7	Responding to Equity Case Studies (EDAD 608)
Instrument 8	Developing a Plan-Do-Study-Act for a School Improvement Strategy (EDAD 609)
Based on your results, circle or highlight whether the program met the goal Student Learning Outcome 5.	
<div>Met</div> <div>Not Met</div>	
Student Learning Outcome 6: Graduates of WKU's education administration program will display the characteristics of a highly-reflective practitioner.	
Instrument 1	Creating a Leadership Development Plan (EDAD 602)
Instrument 2	Special Education Audit (EDAD 603)
Instrument 3	Conducting a School Culture Audit (EDAD 604)
Instrument 4	Developing a School Communications Plan (EDAD 605)
Instrument 5	Curriculum Audit (EDAD 606)
Instrument 6	Teacher Coaching Role Play (EDAD 607)
Instrument 7	Responding to Equity Case Studies (EDAD 608)
Instrument 8	Developing a Plan-Do-Study-Act for a School Improvement Strategy (EDAD 609)
Based on your results, circle or highlight whether the program met the goal Student Learning Outcome 6.	
<div>Met</div> <div>Not Met</div>	
Program Summary (Briefly summarize the action and follow up items from your detailed responses on subsequent pages.)	
<p>For Learning Outcome 1, we have been successful in this area with our new program. To continue this success, we have now moved this test prep to a module in EDAD 610. We started this change on August 21, 2023. We have also been successful with Learning Outcomes 2 and 4. To continue to monitor and ensure future success, we are in the process of moving these rubrics to Anthology to allow for regular review. We have not been successful with Learning Outcomes 3, 5, and 6. The Special Education Audit for EDAD 603 is the insturent where we are currently no meeting our goals.</p>	

Student Learning Outcome 1				
Student Learning Outcome	Graduates of WKU's education administration program will be proficient at a beginning-school leader's level for the Professional Standards for Educational Leaders.			
Measurement Instrument 1	School Leaders Licensure Assessment (SLLA) The SLLA is a national exam administered by the Educational Testing Service (ETS) on contract with state of Kentucky. Kentucky regulations require individuals seeking initial licensure for school principal to successfully pass the SLLA.			
Criteria for Student Success	Meet the cut score set by the Educational Professionals Standards Board.			
Program Success Target for this Measurement	For all WKU program participants are graduates seeking initial certification, 90% of all test takers will reach the minimum passing score on their first attempt, and 100% of all test takers will reach the minimum passing score on a subsequent attempt or attempts.	Percent of Program Achieving Target	100% of test takers from the MAE-Instructional Leadership, School Principal from passed the SLLA 6990 on the first attempt.	
Methods	We are currently able to request data from OPES, but we must request for each student.			
Based on your results, highlight whether the program met the goal Student Learning Outcome 1.			Met	Not Met
Actions (Describe the decision-making process and actions for program improvement. The actions should include a timeline.) Our students have been successful on the SLLA 6990. We have offered a free workshop for students each year. We have now moved this test prep to a module in EDAD 610. There is a delay in students completing the program, taking the assessment, and reporting of scores. Data are based on students with assessment reports, not all students, because many have not yet taken the assessment.				
Follow-Up (Provide your timeline for follow-up. If follow-up has occurred, describe how the actions above have resulted in program improvement.) We implemented the new module August 21, 2023.				
Next Assessment Cycle Plan (Please describe your assessment plan timetable for this outcome) We normally receive an annual report from EPSB that we review as a program. This report is shared through our statewide principal preparation program meetings.				

Student Learning Outcome 2

Student Learning Outcome	Graduates of WKU's education administration program will be innovative problem solvers, especially around issues of high-quality instruction and school improvement that leads to greater levels of student achievement.		
Measurement Instrument 1	Curriculum Audit (EDAD 606). WKU principal candidates will conduct a comprehensive audit of their school's programming for curriculum, instruction, and assessment and make recommendations for improvement.		
Criteria for Student Success	The WKU Reflective Practice Rubric (attached) is used to measure student success on this assessment. Principal candidates are expected to achieve a holistic ranking of 3 (Meaning Maker) on the 4-point rubric.		
Program Success Target for this Measurement	At least 80% of all WKU principal candidates will achieve a rating of 3 (Meaning Maker) or higher on the assessment rubric on their first attempt. 100% of all WKU principal candidates will achieve a rating of 3 or higher on their second or subsequent attempts.	Percent of Program Achieving Target	100% of students were proficient on first attempt; 100% of students were proficient on second attempt
Methods	All students enrolled in the WKU principal program will complete this assessment. Instructors will document the number of students achieving a rating of 3 or higher on the first and subsequent attempts. Annually the program coordinator will collect these data to determine the percentages of candidates eaching a 3 or higher on the first and subsequent attempts.		
Measurement Instrument 2	Teacher Coaching Role Play (EDAD 607). WKU principal candidate will analyze a role play scenario of a principal providing evaluation feedback to teacher and actively role play a scenario providing feedback to a teacher applying adult learning theory and providing actionable research-based feedback.		
Criteria for Student Success	The WKU Reflective Practice Rubric (attached) is used to measure student success on this assessment. Principal candidates are expected to achieve a holistic ranking of 3 (Meaning Maker) on the 4-point rubric.		
Program Success Target for this Measurement	At least 80% of all WKU principal candidates will achieve a rating of 3 (Meaning Maker) or higher on the assessment rubric on their first attempt. 100% of all WKU principal candidates will achieve a rating of 3 or higher on their second or subsequent attempts.	Percent of Program Achieving Target	100% of students were proficient on first attempt; 100% of students proficient on second attempt
Methods	All students enrolled in the WKU principal program will complete this assessment. Instructors will document the number of students achieving a rating of 3 or higher on the first and subsequent attempts. Annually the program coordinator will collect these data to determine the percentages of candidates eaching a 3 or higher on the first and subsequent attempts.		
Measurement Instrument 3	Developign a PDSA for a school improvement strategy (EDAD 609). Students will write their plan-do-study-act for their capstone assessment in this course.		
Criteria for Student Success	The WKU Reflective Practice Rubric (attached) is used to measure student success on this assessment. Principal candidates are expected to achieve a holistic ranking of 3 (Meaning Maker) on the 4-point rubric.		
Program Success Target for this Measurement	At least 80% of all WKU principal candidates will achieve a rating of 3 (Meaning Maker) or higher on the assessment rubric on their first attempt. 100% of all WKU principal candidates	Percent of Program Achieving Target	100% of students were proficient on first attempt; 100% of students were proficient on second

	will achieve a rating of 3 or higher on their second or subsequent attempts		attempt
Methods	All students enrolled in the WKU principal program will complete this assessment. Instructors will document the number of students achieving a rating of 3 or higher on the first and subsequent attempts. Annually the program coordinator will collect these data to determine the percentages of candidates eaching a 3 or higher on the first and subsequent attempts.		
Based on your results, circle or highlight whether the program met the goal Student Learning Outcome 2.			Met Not Met
Actions (Describe the decision-making process and actions planned for program improvement. The actions should include a timeline.)			
We have demonstrated success on Student Learning Outcome 2. We will move this rubric and scores into Anthology by December 2023 to allow us to reflect on outcomes each year.			
Follow-Up (Provide your timeline for follow-up. If follow-up has occurred, describe how the actions above have resulted in program improvement.)			
We have moved the assessment to anthology but currently based on the CAEP rubric. We will need to consider aligning the two rubrics.			
Next Assessment Cycle Plan (Please describe your assessment plan timetable for this outcome)			
We will assess annually.			

Student Learning Outcome 3			
Student Learning Outcome	Graduates of WKU's education administration program will demonstrate a commitment to, and skills for leading their school's toward, equitable supports and outcomes for all students.		
Measurement Instrument 1	Special Education Audit (EDAD 603). Students will review data and rate six elements of their school's special education program, along with a set of improvement strategies to address weaknesses or growth areas revealed in the audit.		
Criteria for Student Success	The WKU Reflective Practice Rubric (attached) is used to measure student success on this assessment. Principal candidates are expected to achieve a holistic ranking of 3 (Meaning Maker) on the 4-point rubric.		
Program Success Target for this Measurement	At least 80% of all WKU principal candidates will achieve a rating of 3 (Meaning Maker) or higher on the assessment rubric on their first attempt. 100% of all WKU principal candidates will achieve a rating of 3 or higher on their second or subsequent attempts	Percent of Program Achieving Target	70% of students were proficient on first attempt; 100% of students were proficient on second attempt
Methods	All students enrolled in the WKU principal program will complete this assessment. Instructors will document the number of students achieving a rating of 3 or higher on the first and subsequent attempts. Annually the program coordinator will collect these data to determine the percentages of candidates eaching a 3 or higher on the first and subsequent attempts.		

Measurement Instrument 2	Responding to equity case studies (EDAD 608). WKU principal candidates will conduct an equity audit of their schools or another school with a particular focus on resource allocation and operations. They will demonstrate the ability to do the following: (1) use equity assessment tools to collaboratively identify strengths, weaknesses, opportunities, and threats to building equity, (2) communicate the SWOT to stakeholders, and (3) recommend prioritized next steps.			
Criteria for Student Success	The WKU Reflective Practice Rubric (attached) is used to measure student success on this assessment. Principal candidates are expected to achieve a holistic ranking of 3 (Meaning Maker) on the 4-point rubric.			
Program Success Target for this Measurement	At least 80% of all WKU principal candidates will achieve a rating of 3 (Meaning Maker) or higher on the assessment rubric on their first attempt. 100% of all WKU principal candidates will achieve a rating of 3 or higher on their second or subsequent attempts.	Percent of Program Achieving Target	100% of students were proficient on first attempt; 100% of students were proficient on second attempt	
Methods	All students enrolled in the WKU principal program will complete this assessment. Instructors will document the number of students achieving a rating of 3 or higher on the first and subsequent attempts. Annually the program coordinator will collect these data to determine the percentages of candidates eaching a 3 or higher on the first and subsequent attempts.			
Based on your results, circle or highlight whether the program met the goal Student Learning Outcome 3.			Met	Not Met
Actions (Describe the decision-making process and actions for program improvement. The actions should include a timeline.)				
We have not met the target yet for 100% of students to be successful on Learning Outcome 3. The students who were not successful will need to demonstrate proficiency to continue with the program. We will begin to collect data in Anthology to allow us to better understand which students are or are not being successful and why.				
Follow-Up (Provide your timeline for follow-up. If follow-up has occurred, describe how the actions above have resulted in program improvement.)				
We have moved the assessment to anthology but currently based on the CAEP rubric. We will need to consider aligning the two rubrics.				
Next Assessment Cycle Plan (Please describe your assessment plan timetable for this outcome)				
We will reflect annually on this learning outcome.				

Student Learning Outcome 4	
Student Learning Outcome	Graduates of WKU's education administration program will be adept at building positive relationships with and among students, staff, families, and the community for uniting all stakeholders around a commitment to high-quality learning outcomes.
Measurement Instrument 1	Conducting a School Culture Audit (EDAD 604). For this assessment, principal candidates will collaborate with their local school team to collect a variety of data, including conducting an equity audit, and to use those data to assess the school's strengths and growth areas relative to its culture. The principal candidate will then present his/her findings to a stakeholder group and reflect on the process.

Criteria for Student Success	The WKU Reflective Practice Rubric (attached) is used to measure student success on this assessment. Principal candidates are expected to achieve a holistic ranking of 3 (Meaning Maker) on the 4-point rubric.		
Program Success Target for this Measurement	At least 80% of all WKU principal candidates will achieve a rating of 3 (Meaning Maker) or higher on the assessment rubric on their first attempt. 100% of all WKU principal candidates will achieve a rating of 3 or higher on their second or subsequent attempts.	Percent of Program Achieving Target	100% were proficient on first attempt; 100% were proficient including second attempt.
Methods	All students enrolled in the WKU principal program will complete this assessment. Instructors will document the number of students achieving a rating of 3 or higher on the first and subsequent attempts. Annually the program coordinator will collect these data to determine the percentages of candidates eaching a 3 or higher on the first and subsequent attempts.		
Measurement Instrument 2	Developing a School Communications Plan (EDAD 605). WKU principal candidates will develop communication plans for their schools based on Epstein's (1995) framework for building school/family/community partnerships. This anchor assessment will consist of an inventory identifying current strengths and weaknesses, a written communication plan, and a mock presentation for a group of stakeholders highlighting findings and recommending next steps.		
Criteria for Student Success	The WKU Reflective Practice Rubric (attached) is used to measure student success on this assessment. Principal candidates are expected to achieve a holistic ranking of 3 (Meaning Maker) on the 4-point rubric.		
Program Success Target for this Measurement	At least 80% of all WKU principal candidates will achieve a rating of 3 (Meaning Maker) or higher on the assessment rubric on their first attempt. 100% of all WKU principal candidates will achieve a rating of 3 or higher on their second or subsequent attempts.	Percent of Program Achieving Target	100% were proficient on first attempt; 100% were proficient including second attempt.
Methods	All students enrolled in the WKU principal program will complete this assessment. Instructors will document the number of students achieving a rating of 3 or higher on the first and subsequent attempts. Annually the program coordinator will collect these data to determine the percentages of candidates eaching a 3 or higher on the first and subsequent attempts		
Based on your results, circle or highlight whether the program met the goal Student Learning Outcome 4.			<div>Met</div> <div>Not Met</div>
Actions (Describe the decision-making process and actions for program improvement. The actions should include a timeline.)			
We have been successful in meeting this learning outcome, but will be transitioning the data to Anthology to allow us to better monitor student outcomes.			
Follow-Up (Provide your timeline for follow-up. If follow-up has occurred, describe how the actions above have resulted in program improvement.)			
We have moved the assessment to anthology but currently based on the CAEP rubric. We will need to consider aligning the two rubrics.			
Next Assessment Cycle Plan (Please describe your assessment plan timetable for this outcome)			
We will review this data annually.			

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Student Learning Outcome 5			
Student Learning Outcome	Graduates of WKU's education administration program will demonstrate skills for effectively communicating using a wide variety of means.		
Measurement Instrument 1	Developing a Leadership Growth Plan (EDAD 602). This assignment addresses all of the key learning targets associated with the Introduction to leadership Course and requires principal candidates create a tool that will support their learning journey throughout the WKU Principal Program. Principal candidates will complete a battery of self-assessment tools and develop a Leadership Development Plan, identifying their strengths relative to program outcomes and also their growth areas. This plan will be updated each semester and help guide personalized field experiences.		
Criteria for Student Success	The WKU Reflective Practice Rubric (attached) is used to measure student success on this assessment. Principal candidates are expected to achieve a holistic ranking of 3 (Meaning Maker) on the 4-point rubric.		
Program Success Target for this Measurement	At least 80% of all WKU principal candidates will achieve a rating of 3 (Meaning Maker) or higher on the assessment rubric on their first attempt. 100% of all WKU principal candidates will achieve a rating of 3 or higher on their second or subsequent attempts.	Percent of Program Achieving Target	100% were proficient on first attempt; 100% were proficient including second attempt.
Methods	All students enrolled in the WKU principal program will complete this assessment. Instructors will document the number of students achieving a rating of 3 or higher on the first and subsequent attempts. Annually the program coordinator will collect these data to determine the percentages of candidates eaching a 3 or higher on the first and subsequent attempts		
Measurement Instrument 2	Special Education Audit (EDAD 603). Students will review data and rate six elements of their school's special education program, along with a set of improvement strategies to address weaknesses or growth areas revealed in the audit.		
Criteria for Student Success	The WKU Reflective Practice Rubric (attached) is used to measure student success on this assessment. Principal candidates are expected to achieve a holistic ranking of 3 (Meaning Maker) on the 4-point rubric.		
Program Success Target for this Measurement	At least 80% of all WKU principal candidates will achieve a rating of 3 (Meaning Maker) or higher on the assessment rubric on their first attempt. 100% of all WKU principal candidates will achieve a rating of 3 or higher on their second or subsequent attempts.	Percent of Program Achieving Target	70% of students were proficient on first attempt; 100% of students were proficient on second attempt
Methods	All students enrolled in the WKU principal program will complete this assessment. Instructors will document the number of students achieving a rating of 3 or higher on the first and subsequent attempts. Annually the program coordinator will collect these data to determine the percentages of candidates eaching a 3 or higher on the first and subsequent attempts		
Measurement Instrument 3	Conducting a School Culture Audit (EDAD 604). For this assessment, principal candidates will collaborate with their local school team to collect a variety of data, including conducting an equity audit, and to use those data to assess the school's strengths and growth areas relative to its culture. The principal candidate will then present his/her findings to a stakeholder group and reflect on the process.		
Criteria for Student Success	The WKU Reflective Practice Rubric (attached) is used to measure student success on this assessment. Principal candidates are expected to achieve a holistic ranking of 3 (Meaning Maker) on the 4-point rubric.		
Program Success Target for this Measurement	At least 80% of all WKU principal candidates will achieve a rating of 3 (Meaning Maker) or	Percent of Program Achieving Target	100% were proficient on first attempt; 100% were

	higher on the assessment rubric on their first attempt. 100% of all WKU principal candidates will achieve a rating of 3 or higher on their second or subsequent attempts.		proficient including second attempt.
Methods	All students enrolled in the WKU principal program will complete this assessment. Instructors will document the number of students achieving a rating of 3 or higher on the first and subsequent attempts. Annually the program coordinator will collect these data to determine the percentages of candidates eaching a 3 or higher on the first and subsequent attempts		
Measurement Instrument 4	Developing a School Communications Plan (EDAD 605). WKU principal candidates will develop communication plans for their schools based on Epstein's (1995) framework for building school/family/community partnerships. This anchor assessment will consist of an inventory identifying current strengths and weaknesses, a written communication plan, and a mock presentation for a group of stakeholders highlighting findings and recommending next steps.		
Criteria for Student Success	The WKU Reflective Practice Rubric (attached) is used to measure student success on this assessment. Principal candidates are expected to achieve a holistic ranking of 3 (Meaning Maker) on the 4-point rubric.		
Program Success Target for this Measurement	At least 80% of all WKU principal candidates will achieve a rating of 3 (Meaning Maker) or higher on the assessment rubric on their first attempt. 100% of all WKU principal candidates will achieve a rating of 3 or higher on their second or subsequent attempts.	Percent of Program Achieving Target	100% were proficient on first attempt; 100% were proficient including second attempt.
Methods	All students enrolled in the WKU principal program will complete this assessment. Instructors will document the number of students achieving a rating of 3 or higher on the first and subsequent attempts. Annually the program coordinator will collect these data to determine the percentages of candidates eaching a 3 or higher on the first and subsequent attempts		
Measurement Instrument 5	Curriculum Audit (EDAD 606). WKU principal candidates will conduct a comprehensive audit of their school's programming for curriculum, instruction, and assessment and make recommendations for improvement.		
Criteria for Student Success	The WKU Reflective Practice Rubric (attached) is used to measure student success on this assessment. Principal candidates are expected to achieve a holistic ranking of 3 (Meaning Maker) on the 4-point rubric.		
Program Success Target for this Measurement	At least 80% of all WKU principal candidates will achieve a rating of 3 (Meaning Maker) or higher on the assessment rubric on their first attempt. 100% of all WKU principal candidates will achieve a rating of 3 or higher on their second or subsequent attempts.	Percent of Program Achieving Target	100% were proficient on first attempt; 100% were proficient including second attempt.
Methods	All students enrolled in the WKU principal program will complete this assessment. Instructors will document the number of students achieving a rating of 3 or higher on the first and subsequent attempts. Annually the program coordinator will collect these data to determine the percentages of candidates eaching a 3 or higher on the first and subsequent attempts.		
Measurement Instrument 6	Teacher Coaching Role Play (EDAD 607). WKU principal candidate will analyze a role play scenario of a principal providing evaluation feedback to teacher and actively role play a scenario providing feedback to a teacher applying adult learning theory and providing actionable research-based feedback.		
Criteria for Student Success	The WKU Reflective Practice Rubric (attached) is used to measure student success on this assessment. Principal candidates are expected to achieve a holistic ranking of 3 (Meaning Maker) on the 4-point rubric.		

Program Success Target for this Measurement		At least 80% of all WKU principal candidates will achieve a rating of 3 (Meaning Maker) or higher on the assessment rubric on their first attempt. 100% of all WKU principal candidates will achieve a rating of 3 or higher on their second or subsequent attempts.	Percent of Program Achieving Target	100% were proficient on first attempt; 100% were proficient including second attempt.
Methods	All students enrolled in the WKU principal program will complete this assessment. Instructors will document the number of students achieving a rating of 3 or higher on the first and subsequent attempts. Annually the program coordinator will collect these data to determine the percentages of candidates eaching a 3 or higher on the first and subsequent attempts.			
Measurement Instrument 7	Respodng to equity case studies (EDAD 608). WKU principal candidates will conduct an equity audit of their schools or another school with a particular focus on resource allocation and operations. They will demonstrate the ability to do the following: (1) use equity assessment tools to collaboratively identify strengths, weaknesses, opportunities, and threats to building equity, (2) communicate the SWOT to stakeholders, and (3) recommend prioritized next steps.			
Criteria for Student Success	The WKU Reflective Practice Rubric (attached) is used to measure student success on this assessment. Principal candidates are expected to achieve a holistic ranking of 3 (Meaning Maker) on the 4-point rubric.			
Program Success Target for this Measurement		At least 80% of all WKU principal candidates will achieve a rating of 3 (Meaning Maker) or higher on the assessment rubric on their first attempt. 100% of all WKU principal candidates will achieve a rating of 3 or higher on their second or subsequent attempts.	Percent of Program Achieving Target	100% of students were proficient on first attempt; 100% of students were proficient on second attempt
Methods	All students enrolled in the WKU principal program will complete this assessment. Instructors will document the number of students achieving a rating of 3 or higher on the first and subsequent attempts. Annually the program coordinator will collect these data to determine the percentages of candidates eaching a 3 or higher on the first and subsequent attempts.			
Measurement Instrument 8	Developing a Plan-Do-Study-Act (EDAD 609). With the guidance of the school principal, WKU principal candidates will create a plan-do-study-act for their capstone project.			
Criteria for Student Success	The WKU Reflective Practice Rubric (attached) is used to measure student success on this assessment. Principal candidates are expected to achieve a holistic ranking of 3 (Meaning Maker) on the 4-point rubric.			
Program Success Target for this Measurement		At least 80% of all WKU principal candidates will achieve a rating of 3 (Meaning Maker) or higher on the assessment rubric on their first attempt. 100% of all WKU principal candidates will achieve a rating of 3 or higher on their second or subsequent attempts	Percent of Program Achieving Target	100% of students were proficient on first attempt; 100% of students were proficient on second attempt
Methods	All students enrolled in the WKU principal program will complete this assessment. Instructors will document the number of students achieving a rating of 3 or higher on the first and subsequent attempts. Annually the program coordinator will collect these data to determine the percentages of candidates eaching a 3 or higher on the first and subsequent attempts.			
Based on your results, circle or highlight whether the program met the goal Student Learning Outcome 5.				<div>Met</div> <div>Not Met</div>

Actions (Describe the decision-making process and actions for program improvement. The actions should include a timeline.)
We have not met the target yet for 100% of students to be successful on Learning Outcome 5. The students who were not successful will need to demonstrate proficiency to continue with the program. We will also be moving data to Anthology to better monitor student learning outcomes.
Follow-Up (Provide your timeline for follow-up. If follow-up has occurred, describe how the actions above have resulted in program improvement.)
We have moved the assessment to anthology but currently based on the CAEP rubric. We will need to consider aligning the two rubrics.
Next Assessment Cycle Plan (Please describe your assessment plan timetable for this outcome)
We will review annually.

Student Learning Outcome 6			
Student Learning Outcome	Graduates of WKU's education administration program will display the characteristics of a high-reflective practitioner.		
Measurement Instrument 1	Developing a Leadership Growth Plan (EDAD 602). This assignment addresses all of the key learning targets associated with the Introduction to leadership Course and requires principal candidates create a tool that will support their learning journey throughout the WKU Principal Program. Principal candidates will complete a battery of self-assessment tools and develop a Leadership Development Plan, identifying their strengths relative to program outcomes and also their growth areas. This plan will be updated each semester and help guide personalized field experiences.		
Criteria for Student Success	The WKU Reflective Practice Rubric (attached) is used to measure student success on this assessment. Principal candidates are expected to achieve a holistic ranking of 3 (Meaning Maker) on the 4-point rubric.		
Program Success Target for this Measurement	At least 80% of all WKU principal candidates will achieve a rating of 3 (Meaning Maker) or higher on the assessment rubric on their first attempt. 100% of all WKU principal candidates will achieve a rating of 3 or higher on their second or subsequent attempts.	Percent of Program Achieving Target	100% were proficient on first attempt; 100% were proficient including second attempt.
Methods	All students enrolled in the WKU principal program will complete this assessment. Instructors will document the number of students achieving a rating of 3 or higher on the first and subsequent attempts. Annually the program coordinator will collect these data to determine the percentages of candidates eaching a 3 or higher on the first and subsequent attempts		
Measurement Instrument 2	Special Education Audit (EDAD 603). Students will review data and rate six elements of their school's special education program, along with a set of improvement strategies to address weaknesses or growth areas revealed in the audit.		
Criteria for Student Success	The WKU Reflective Practice Rubric (attached) is used to measure student success on this assessment. Principal candidates are expected to achieve a holistic ranking of 3 (Meaning Maker) on the 4-point rubric.		
Program Success Target for this Measurement	At least 80% of all WKU principal candidates	Percent of Program Achieving Target	70% of students were

	will achieve a rating of 3 (Meaning Maker) or higher on the assessment rubric on their first attempt. 100% of all WKU principal candidates will achieve a rating of 3 or higher on their second or subsequent attempts.		proficient on first attempt; 100% of students were proficient on second attempt
Methods	All students enrolled in the WKU principal program will complete this assessment. Instructors will document the number of students achieving a rating of 3 or higher on the first and subsequent attempts. Annually the program coordinator will collect these data to determine the percentages of candidates eaching a 3 or higher on the first and subsequent attempts		
Measurement Instrument 3	Conducting a School Culture Audit (EDAD 604). For this assessment, principal candidates will collaborate with their local school team to collect a variety of data, including conducting an equity audit, and to use those data to assess the school's strengths and growth areas relative to its culture. The principal candidate will then present his/her findings to a stakeholder group and reflect on the process.		
Criteria for Student Success	The WKU Reflective Practice Rubric (attached) is used to measure student success on this assessment. Principal candidates are expected to achieve a holistic ranking of 3 (Meaning Maker) on the 4-point rubric.		
Program Success Target for this Measurement	At least 80% of all WKU principal candidates will achieve a rating of 3 (Meaning Maker) or higher on the assessment rubric on their first attempt. 100% of all WKU principal candidates will achieve a rating of 3 or higher on their second or subsequent attempts.	Percent of Program Achieving Target	100% were proficient on first attempt; 100% were proficient including second attempt.
Methods	All students enrolled in the WKU principal program will complete this assessment. Instructors will document the number of students achieving a rating of 3 or higher on the first and subsequent attempts. Annually the program coordinator will collect these data to determine the percentages of candidates eaching a 3 or higher on the first and subsequent attempts		
Measurement Instrument 4	Developing a School Communications Plan (EDAD 605). WKU principal candidates will develop communication plans for their schools based on Epstein's (1995) framework for building school/family/community partnerships. This anchor assessment will consist of an inventory identifying current strengths and weaknesses, a written communication plan, and a mock presentation for a group of stakeholders highlighting findings and recommending next steps.		
Criteria for Student Success	The WKU Reflective Practice Rubric (attached) is used to measure student success on this assessment. Principal candidates are expected to achieve a holistic ranking of 3 (Meaning Maker) on the 4-point rubric.		
Program Success Target for this Measurement	At least 80% of all WKU principal candidates will achieve a rating of 3 (Meaning Maker) or higher on the assessment rubric on their first attempt. 100% of all WKU principal candidates will achieve a rating of 3 or higher on their second or subsequent attempts.	Percent of Program Achieving Target	100% were proficient on first attempt; 100% were proficient including second attempt.
Methods	All students enrolled in the WKU principal program will complete this assessment. Instructors will document the number of students achieving a rating of 3 or higher on the first and subsequent attempts. Annually the program coordinator will collect these data to determine the percentages of candidates eaching a 3 or higher on the first and subsequent attempts		
Measurement Instrument 5	Curriculum Audit (EDAD 606). WKU principal candidates will conduct a comprehensive audit of their school's programming for curriculum, instruction, and assessment and make recommendations for improvement.		
Criteria for Student Success	The WKU Reflective Practice Rubric (attached) is used to measure student success on this assessment. Principal candidates are expected to achieve a holistic ranking of 3 (Meaning Maker) on the 4-point rubric.		
Program Success Target for this Measurement	At least 80% of all WKU principal candidates will achieve a rating of 3 (Meaning Maker) or	Percent of Program Achieving Target	100% were proficient on first attempt; 100% were

	higher on the assessment rubric on their first attempt. 100% of all WKU principal candidates will achieve a rating of 3 or higher on their second or subsequent attempts.		proficient including second attempt.
Methods	All students enrolled in the WKU principal program will complete this assessment. Instructors will document the number of students achieving a rating of 3 or higher on the first and subsequent attempts. Annually the program coordinator will collect these data to determine the percentages of candidates eaching a 3 or higher on the first and subsequent attempts.		
Measurement Instrument 6	Teacher Coaching Role Play (EDAD 607). WKU principal candidate will analyze a role play scenario of a principal providing evaluation feedback to teacher and actively role play a scenario providing feedback to a teacher applying adult learning theory and providing actionable research-based feedback.		
Criteria for Student Success	The WKU Reflective Practice Rubric (attached) is used to measure student success on this assessment. Principal candidates are expected to achieve a holistic ranking of 3 (Meaning Maker) on the 4-point rubric.		
Program Success Target for this Measurement	At least 80% of all WKU principal candidates will achieve a rating of 3 (Meaning Maker) or higher on the assessment rubric on their first attempt. 100% of all WKU principal candidates will achieve a rating of 3 or higher on their second or subsequent attempts.	Percent of Program Achieving Target	100% were proficient on first attempt; 100% were proficient including second attempt.
Methods	All students enrolled in the WKU principal program will complete this assessment. Instructors will document the number of students achieving a rating of 3 or higher on the first and subsequent attempts. Annually the program coordinator will collect these data to determine the percentages of candidates eaching a 3 or higher on the first and subsequent attempts.		
Measurement Instrument 7	Respondig to Equity Case Studies (EDAD 608). WKU principal candidates will conduct an equity audit of their schools or another school with a particular focus on resource allocation and operations. They will demonstrate the ability to do the following: (1) use equity assessment tools to collaboratively identify strengths, weaknesses, opportunities, and threats to building equity, (2) communicate the SWOT to stakeholders, and (3) recommend prioritized next steps.		
Criteria for Student Success	The WKU Reflective Practice Rubric (attached) is used to measure student success on this assessment. Principal candidates are expected to achieve a holistic ranking of 3 (Meaning Maker) on the 4-point rubric.		
Program Success Target for this Measurement	At least 80% of all WKU principal candidates will achieve a rating of 3 (Meaning Maker) or higher on the assessment rubric on their first attempt. 100% of all WKU principal candidates will achieve a rating of 3 or higher on their second or subsequent attempts.	Percent of Program Achieving Target	100% of students were proficient on first attempt; 100% of students were proficient on second attempt
Methods	All students enrolled in the WKU principal program will complete this assessment. Instructors will document the number of students achieving a rating of 3 or higher on the first and subsequent attempts. Annually the program coordinator will collect these data to determine the percentages of candidates eaching a 3 or higher on the first and subsequent attempts.		
Measurement Instrument 8	Implementing a School Improvement Strategy (EDAD 609). With the guidance of the school principal, WKU principal candidates implementing a school improvement strategy, monitoring progress, and presenting the results to stakeholders. This assessment will build on the work previously completed during the assessment task, "Conducting a Curriculum, Instruction, and Assessment Audit."		

Criteria for Student Success	The WKU Reflective Practice Rubric (attached) is used to measure student success on this assessment. Principal candidates are expected to achieve a holistic ranking of 3 (Meaning Maker) on the 4-point rubric.		
Program Success Target for this Measurement	At least 80% of all WKU principal candidates will achieve a rating of 3 (Meaning Maker) or higher on the assessment rubric on their first attempt. 100% of all WKU principal candidates will achieve a rating of 3 or higher on their second or subsequent attempts	Percent of Program Achieving Target	100% of students were proficient on first attempt; 100% of students were proficient on second attempt
Methods	All students enrolled in the WKU principal program will complete this assessment. Instructors will document the number of students achieving a rating of 3 or higher on the first and subsequent attempts. Annually the program coordinator will collect these data to determine the percentages of candidates eaching a 3 or higher on the first and subsequent attempts.		
Based on your results, circle or highlight whether the program met the goal Student Learning Outcome 6.			<div>Met</div> <div>Not Met</div>
Actions (Describe the decision-making process and actions for program improvement. The actions should include a timeline.)			
We have not met the target yet for 100% of students to be successful on Learning Outcome 6. The students who were not successful will need to demonstrate proficiency to continue with the program. We will also be moving data to Anthology to better monitor and understand barriers to student success in order to remove barriers.			
Follow-Up (Provide your timeline for follow-up. If follow-up has occurred, describe how the actions above have resulted in program improvement.)			
We have moved the assessment to anthology but currently based on the CAEP rubric. We will need to consider aligning the two rubrics.			
Next Assessment Cycle Plan (Please describe your assessment plan timetable for this outcome)			
We will monitor this learning outcome each year.			

Ed Admin Assessment Area #	Performance Assessment Areas - Ed Admin (Must address practices related to Diversity in all areas) Director of Pupil Personnel (PSEL) Director of Special Education (PSEL - Plus CEC) School Principal (PSEL) School Superintendent (PSEL) Supervisor of Instruction (PSEL)	Type or Form of Program Assessments An assessment may be listed multiple times if the measures apply to the appropriate areas. Include the key or signature assessments only; does not need to be a list of all the candidate assessments.	Timing of Assessments Identify when in the sequence of the program the assessment occurs (specific course, transition point, etc.).	PSEL Alignment	CEC Alignment (applicable to DoSE only)
1	Candidate Knowledge, Skills, and Professional Dispositions (integrated practices of diversity)	Dispositions ratings assessments (self, mentor, faculty member)	Every semester	All standards	
2	Professional Capabilities	School Leaders Licensure Assessment	Final semester or following coursework	All standards	
3	Data and Research driven decision making	EDAD 602 (Intro to School Leadership): developing a professional growth plan	first semester	1b, d, g; 2d, e; 6i, 10b, d, e, j	
		EDAD 603 (School Law & Policy): special education audit	first semester	1b, c, d; 2b, c, f; 3c, e, h; Standard 4, 5; 6d, e, f; 7d, Standard 10	
		EDAD 604 (Creating a Culture of Achievement): culture audit	second semester	1c, d, e, f, g; 2d, e; Standard 3; Standard 5; 6h; 7a, b, c, d, e; Standard 10	
		EDAD 605 (Leading a Community of Learners) program assessment: developing a school-community communications plan	second semester	1b, d, and f; 2d, e; 3a, b, d, h; 5a, b, d, f; 6g; Standard 8; 9k; 10 a, c.	
		EDAD 606 (Leading Learning Systems): Audit of curriculum, instruction, and assessment practices	third semester	Standards 1, 4, and 10; 2c; 3c, e; 5 a, c, d; 6d; 7d; 9a	
		EDAD 607 (Developing Academic Capacity): teacher feedback role play	third semester	Standards, 4, 6, 7, and 10; 1d, f; 2c, e, f; 3c; 5c, d; 9b, g	
		EDAD 608 (Resource Management for Equitable Outcomes): conducting a school-wide equity audit	final semester	Standards 1, 3, 9, and 10; 2a, c, e; 4a, c, e; 5a, b, c, d; 6d, 7a, b, c, d; 9b, g	
		EDAD 609 (Leading School Improvement): Implementing an improvement strategy	final semester	Standards 1, 4, and 10; 2c; 3c, e; 5 a, c, d; 6d; 7d; 9a	
4	Integration of Technology in the discipline	EDAD 605 (Leading a Community of Learners) program assessment: developing a school-community communications plan	third semester	1b, d, and f; 2d, e; 3a, b, d, h; 5a, b, d, f; 6g; Standard 8; 9k; 10 a, c.	
		EDAD 606 (Leading Learning Systems): Audit of curriculum, instruction, and assessment practices	third semester	Standards 1, 4, and 10; 2c; 3c, e; 5 a, c, d; 6d; 7d; 9a	
		EDAD 608 (Resource Management for Equitable Outcomes): conducting a school-wide equity audit	final semester	Standards 1, 3, 9, and 10; 2a, c, e; 4a, c, e; 5a, b, c, d; 6d, 7a, b, c, d; 9b, g	
		EDAD 609 (Leading School Improvement): Implementing an improvement strategy	final semester	Standards 1, 4, and 10; 2c; 3c, e; 5 a, c, d; 6d; 7d; 9a	
5	Clinical Practice (integrated practices of diversity)	EDAD 610, Clinical Experiences in the principalship associated with each of the following courses: EDAD 604 (Creating a Culture of Achievement), EDAD 605 (Leading a Community of Learners), EDAD 606 (Leading Learning Systems), EDAD 607 (Developing Academic Capacity), EDAD 608 (Resource Management for Equitable Outcomes), and EDAD 609 (Leading School Improvement)	second, third, and final semesters	All standards	